



Fourth- to Fifth-Grade Text-Based Intervention With Self-Regulation



TEXAS CENTER
for
LEARNING
DISABILITIES

Adapted from intervention materials developed by the Texas Center for Learning Disabilities

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About the Texas Center for Learning Disabilities

The Texas Center for Learning Disabilities (TCLD) is a research center that investigates the classification, early intervention, and remediation of learning disabilities. The National Institutes of Health funds research activities, which are conducted at the University of Houston, The University of Texas at Austin, and The University of Texas Health Science Center at Houston. To learn more about TCLD, visit our website at www.texasldcenter.org

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Overview

Background of Lessons

From 2014 to 2015, Texas Center for Learning Disabilities researchers, with funding from the Eunice Kennedy Shriver National Institute of Child Health and Human Development, addressed questions related to the implementation and effect of response to intervention with fourth-grade and fifth-grade students in various school districts in central and southeast Texas.

This document includes “Tier 2” explicit instruction for small groups of four to five students as part of a daily 30-minute supplemental intervention. Here, we provide detailed information about some of the lesson plans struggling readers used in elementary school as part of the research efforts of the Texas Center for Learning Disabilities. This 5-day lesson plan aligns with core science unit themes taught in regular fourth- and fifth-grade classrooms. Teachers can use both expository and narrative science texts from their state-adopted science publishers and online resources. Teachers can make their own curriculum-based measures or use assessments from textbooks. Teachers may use components from their district’s core curriculum to promote explicit instruction, reading with understanding, and systematic daily instruction in the following areas from the English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) for grade 4 and grade 5.

Lessons include instruction in the following order on certain days:

- Days 1, 3, and 5: Stretch text reading with self-regulation
- Days 2 and 4: Systematic morphology instruction, fluency with text, does it make sense?

Text-Based Reading

With a text-based approach to reading comprehension, students are taught to refer back to text and reread as a matter of habit.

Based on student response to questions about the text, teachers provide appropriate scaffolds to restrict the amount of text the student has to address to find the answer. Teachers start with a section of text. If there is no response after an opportunity to reread, they move to the paragraph level and ask the question again. If students continue to struggle, teachers move to the sentence level or the word level if necessary. Teachers do not tell students answers. Students must find and support their answers with text content.

The following is an example of such scaffolding.

Teacher: Tell me what this part is about.

Student: About a dinosaur

Teacher: What did you learn about the dinosaur skeleton (or bones) in this part? Go back to the text to find the answer.

Student: The dinosaur bones were for sale.

Teacher: Read the next sentence to find out where it was found.

Student: In Great Britain

Teacher: Look at the last two sentences starting with the words, “This type of dinosaur...” in this paragraph. Read the last two sentences with me.

The teacher reads with the student.

Teacher: It tells us that this type of dinosaur would have been found a long time ago in Mongolia, so the dinosaur skeleton could not be found in Great Britain. What do you think happened to the dinosaur fossils?

Student: The fossils were stolen.

Teacher: Correct

Self-Regulation

When self-regulation is incorporated into reading comprehension lessons, students monitor their learning throughout the reading process.

Prior to reading, students set goals for themselves. In the beginning, the teacher provides the goals. The goals ask students to (1) find key words, (2) connect the key words to form a main idea, and (3) stop and think about how well they understand the text. After learning the goal-setting process, students create their own goals.

During reading, students use their goals to monitor their comprehension of the text. These goals include finding key words and using them to create a main idea statement. Students are taught to ask themselves, “Do I understand this?” and “How can I improve my learning?”

After reading, students stop and think about how well they understood the passage. They ask themselves whether they need to reread part of the text to improve their understanding. Students evaluate their learning by reflecting on “What worked well for me?” and “What can I do differently next time?”

TEKS Connections

Vocabulary, Fluency With Text, and Text-Based Reading

Fourth Grade

(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;

(C) complete analogies using knowledge of antonyms and synonyms (e.g., boy:girl as male:____ or girl:woman as boy:_____);

(D) identify the meaning of common idioms

(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) sequence and summarize the plot's main events and explain their influence on future events;

(B) describe the interaction of characters including their relationships and the changes they undergo

(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

(11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the main idea and supporting details in text in ways that maintain meaning;

(B) distinguish fact from opinion in a text and explain how to verify what is a fact;

(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and

(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.

Fifth Grade

(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;

(C) produce analogies with known antonyms and synonyms;

(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

(11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

- (A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;
- (B) determine the facts in text and verify them through established methods;
- (C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas

Reading and Comprehension Skills (Fourth and Fifth Grades)

Figure: 19 TAC §110.10(b): Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
- (B) ask literal, interpretive, evaluative, and universal questions of text;
- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
- (D) make inferences about text and use textual evidence to support understanding;
- (E) Fourth-grade skills: summarize information in text, maintaining meaning and logical order
- (E) Fifth-grade skills: summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts
- (F) Fourth-grade skills: make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence
- (F) Fifth-grade skills: make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence

Intervention Framework

Here is an example of a 5-day, 30-minute intervention lesson cycle with the components.

| Day 1 Monday | Day 2 Tuesday | Day 3 Wednesday | Day 4 Thursday | Day 5 Friday |
|---|---|---|---|---|
| Stretch Text Reading With Self-Regulation | Systematic Morphology Instruction Fluency With Text Reading Does It Make Sense? Word List Reading (as time allows) | Stretch Text Reading With Self-Regulation | Systematic Morphology Instruction Fluency With Text Reading Does It Make Sense? Word List Reading (as time allows) | Stretch Text Reading With Self-Regulation |

Lesson Components

Introductory lesson examples follow each component description below.

Stretch Text Reading With Self-Regulation (25–30 minutes total)

Stretch texts are passages that are slightly longer each lesson. By increasing the amount of text they read, students increase reading stamina.

Set Goals (1–3 minutes)

In the first lesson, introduce three goals and discuss their importance. In subsequent lessons, use guided practice to review the goals and ask students to tell you why the goals are important.

Goals

1. Find Key Words
2. Connect Key Words
3. Stop and Think

Key Words:

Connect Key Words:

Stop and Think: How well did I understand the passage?

| | | |
|---------------|---------|-----------|
| Not very well | Just OK | Very well |
|---------------|---------|-----------|

After Reading:
Something that worked well for me was:

OR

Something that I will do differently next time is:

Teacher: Look at the three goals at the top of your sheet. The first goal is “find key words.” Why is it important to find key words?

Student: Key words help us understand the most important information.

Teacher: The second goal is “connect the key words.” You connect the key words to say what the text is mainly about. The third goal is “stop and think.” You think about how well you understood what you read. You think about whether you need to reread parts of the passage to answer questions about it. As we read the passage today, I will show you how to meet your goals.

Read Passage and Reflect (10–15 minutes)

Read and Find Key Words in Section (Goal 1)

- Read each section of text twice. The first reading is done using a group reading routine. During the second reading of the section, students individually reread and look for key words, and you scaffold as necessary.
- Initially, model how to identify key words by explaining why a word is important in that section. Additionally, illustrate why another word is not a good key word. In early lessons, some key words are identified in the text. As students become more proficient, discontinue scaffolding.
- Students briefly share and discuss their key words, providing justification for their choices.

Teacher: Let’s read the section aloud as a group.

The class reads.

Teacher: Now you will reread the section to yourselves. The text has two key words in bold. As you read, circle two more words that are important to understanding the section.

Students read.

Teacher: The key words in bold are *climate* and *warming*. Those are good key words because most of the information in the section is about how Earth’s climate is getting warmer.

The teacher writes the key words on a whiteboard.

Teacher: Why wasn’t the word *glaciers* a key word?

Student: It only has that word once in the paragraph.

Teacher: That’s a good clue. Often, key words are words that you see several times in a section, like *climate* and *warming*. *Glacier* isn’t a key word because it was a detail and not the most important word for helping us to understand what is going on in the section. Remember, the reason we choose key words is to help us understand the most important information about what we read. What key word did you underline and why?

Student: I underlined *Earth* because it talks a lot about Earth’s climate.

Teacher: Good choice! *Earth* is an important word. I will write our key words on the whiteboard.

Use Key Words to Tell the Main Idea of Section (Goal 2)

Use key words to describe the main idea of the section. As a scaffold, provide a sentence starter.

Teacher: Now we will use goal 2, “connect the key words.” I will connect the two key words to say the main idea of what we read. This helps me remember the most important information in the section: “The Earth’s climate is getting warmer.”

The teacher writes “The Earth...” on the whiteboard.

Teacher: I have written the beginning of a sentence. Use the key words to finish the sentence and say the main idea.

Use Key Words to Summarize the Passage (Extension of Goal 2)

After all sections in the text have been read, summarize the entire passage, illustrating how key words and main ideas from each section are used to understand and summarize a passage. As students become more proficient, they summarize the passage independently.

Teacher: I will use goal 2, “connect key words,” to summarize the passage. I will show how to use key words from the whole passage to form a summary.

The teacher displays all key words on the whiteboard.

Teacher: Here is my summary: “Earth’s climate is getting warmer because greenhouse gases trap sunlight. This causes the Earth’s temperature to rise and has a negative effect on the Earth.”

Reflect on the Passage (Goal 3)

Have students self-monitor their comprehension of the passage using the goals sheet.

Teacher: Let’s think about goal 3, “stop and think.” When you stop and think, you think about how well you understood the passage. Then you reflect on what to do next. If you didn’t understand it very well, you should reread parts of the passage. Circle the response on the sheet to indicate how well you understood the passage. How well did you understand the passage?

Answer Comprehension Questions and Predict (5–10 minutes)

- Instruct students to answer all three comprehension questions. For each question, they should ask themselves, “Am I confident my answer is correct?”
- Before checking students’ questions, have them predict how many they answered correctly.
- Collect completed questions and check students’ work.
- Then, have students circle the number they answered correctly.
- If students missed any questions, and there is time, have them go back to the text to find the correct answer.
- Quickly go over student answers as a group. Reflect with students on the accuracy of their responses and how they answered, “Am I confident my answer is correct?”

Goal Evaluation and Reflection (5 minutes)

- Using the goals sheet, have students reflect on their goals from the beginning of class.
- Using the goals sheet, have students reflect on what to do next time.

Sample Comprehension Sheet

Comprehension

Comprehension Questions

| | | |
|--|--------------------------------------|----|
| 1. How do humans contribute to greenhouse gases? a. Burning fuel, such as gasoline in a car b. Playing video games c. Watching TV d. All of the answers above are correct | Am I confident my answer is correct? | |
| | YES | NO |
| 2. What does the word gradually mean as it is used in the passage? a. Does not change b. Quickly c. Slowly d. Related | Am I confident my answer is correct? | |
| | YES | NO |
| 3. What could happen if sea levels rise? a. Earth's temperatures may rise b. Homes near the sea could be flooded c. There will be more sea life d. There will be more fresh water for dry land | Am I confident my answer is correct? | |
| | YES | NO |

I think I answered this many questions correctly:

0 1 2 3

I answered this many questions correctly:

0 1 2 3

Systematic Morphology Instruction (15 minutes)

Goals

Students will do the following:

- Identify syllables in a multisyllabic word
- Explain the meaning of taught prefixes
- Read sentences with prefixes and base words
- Infer meanings of unknown words using knowledge of prefixes and bases
- Check inferred vocabulary meanings using context clues

Affix + Base Strategy

Introductory Lesson

- Introduce what a prefix is.
- Introduce syllabication.
- Teach the meaning of an affix.
- Place word cards with the prefix and bases on a table. Call on students to choose a word, clap the syllables, identify affix and base, and explain the word's meaning.

Teacher: Prefixes are a chunk of letters added to the beginning of a word that change the word's meaning. Listen to the word *unfair*. Clap the syllables with me.

The teacher claps while saying each of the following syllables.

Teacher: *Un ... fair*. *Un-* is a prefix that means "not, or the opposite of." *Fair* is called a base. We attach prefixes like *un-* to a base. So *unfair* means "not fair."

Review and Practice Lessons

- Teach the affix for the lesson.
- Review the affix + base strategy.
- Place word cards with the affix and bases on a table. Call on students to choose a word, clap the syllables, identify the affix and base, and explain the word's meaning.

Sentence Application

Students use knowledge of prefix meaning and bases to infer word meanings.

The teacher displays the following sentence: The students were uncertain about the new recycling plan; as a result, some students continued to put plastic bottles, paper, and soda cans in the trash.

Teacher: What does the prefix in the underlined word mean? (*not, the opposite of*)

Teacher: What do you think *uncertain* means? (*not certain, not sure*)

Teacher: Let's check whether that makes sense in the sentence. If students were not sure about a recycling plan, does it make sense that they would throw recyclables in the trash? Yes, it makes sense.

Fluency With Text Reading (10 minutes)

Fluency text is shorter and less challenging than stretch text.

Goals

Students will do the following:

- Read the passage fluently (i.e., reading and rereading accurately with phrasing, attention to punctuation, and expression)
- Answer “think-and-search” questions
- Identify what is going on in the passage

Procedure

- First reading—teacher leads: Read the entire passage, leaving words out. Students are expected to read the missing words.
- Second reading—individual fluency: Read the passage using an established individual reading routine. Monitor for fluency.
- After reading: Ask the following questions about the passage:
 - Required question: “What is going on in this passage?”
 - Additional think-and-search questions: These questions require students to think and search for information in the passage. Answers are gathered from several parts of the text and put together to make meaning.

Does It Make Sense? (5 minutes)

Goal

Students will self-monitor by determining whether a sentence makes sense and will demonstrate understanding of sentences by identifying context clues to support answers.

Procedure

- Students read four to five statements, circling “yes” if the statement makes sense or “no” if it does not.
- If a student circles “no,” the student underlines the words that provided the clues.
- Discuss answers and reasoning with students.

Example

Circle “yes” if the sentence makes sense or “no” if it does not make sense. If you circled “no,” underline the part of the sentence that doesn’t make sense.

| | | |
|---|-----|----|
| 1. The heat in the summer makes some activities difficult or dangerous. It is important to cool off and drink plenty of apples. | YES | NO |
| 2. The students were on the playground for recess. Someone was playing basketball, someone was flying, and someone was on the swing set. | YES | NO |
| 3. Babies usually sleep in a crib. However, once they get older, they sleep in a bed. | YES | NO |
| 4. In Texas, it is common to see animals like birds and squirrels. It is rare to see animals like monkeys because you can only see them at the zoo or the circus. | YES | NO |
| 5. When you are riding a bike, you should always wear a helmet, even if you are just riding for a short time. Wearing a helmet on your elbow protects your head. | YES | NO |

Word List Reading (as time allows)

Goal

Students will read words in lists fluently.

Procedure

- Choose a sight word list or word pattern list.
- Students practice reading the list fluently.
- Listen to students read and provide feedback.

Sample Lesson Plans

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Y** **1**

| Component | Duration |
|--|-----------------|
| Set Goals | 1–3 minutes |
| Read Passage and Reflect | 10–15 minutes |
| Answer Comprehension Questions and Predict | 5–10 minutes |
| Evaluate Goals and Reflect | 5 minutes |

Set Goals**1–3 minutes****Materials**

Goals sheet (one per student)

Procedure

- Distribute the goals sheet.
- Say, “Let’s review the three goals at the top of your sheet. Raise your hand to read goal 1 and tell the group how goal 1 helps you understand what you are reading.”
- Field students’ answers. Possible response: Goal 1 is “find key words.” Key words help us know what is most important in the passage.
- Say, “Correct. Who can tell me about goal 2?”
- Field students’ answers. Possible response: Goal 2 is “connect the key words.” Connecting the key words helps you understand the text because you say what the main idea of the text is.
- Say, “Goal 3 is ‘stop and think.’ Why is it important to stop and think?”
- Field students’ answers. Possible response: When you stop and think, you think about whether you really understand what you read. If you don’t understand, you should go back and reread it.

Read Passage and Reflect

10–15 minutes

Materials

- Science stretch text (one per student)
- Goals sheet (one per student)
- Key words chart and passage summary sheet
- Whiteboard

Procedure

Overview

- Begin reading the passage (see below for an example) using an established group reading routine.
- Stop at each check-in point (marked by a stop sign) and have students reread the section. Have students find one to three key words as they reread.
- Discuss the text using the identified key words (see below).
- Provide feedback to students about their key words and have them explain their choices.
- Have students use key words to say what the section is about.
- Have students reflect on how well they understood the passage.

Read and Find Key Words for Section 1

- Say, “Let’s read the section together. I will read aloud while you follow along in a quiet voice.”
- Read the text aloud while students whisper-read.
- Say, “Now, you will reread the section to yourself. Use goal 1, find key words, and underline one or two key words.”

Excerpt: We Need Energy (Section 1)

*(Paragraph 1) Sometimes you feel as though you are full of **energy**. Other times you are so tired you don’t even feel like playing. What exactly is energy...*

*(Paragraph 2) **Energy** is what we need to move and get things done. It is the ability of a person or machine to do work...*



Discuss Key Words for Section 1

- Say, "This section has one key word already: *energy*. I think it is a good key word because the text talks a lot about energy and what it is. And it is part of the title, so it is probably important. What other key words did you find? Share why you think it is an important word."
- Field students' answers.
- Say, "*Work* is a key word because the section was about how energy helps people and machines work and get things done."
- Write the key words at the top a whiteboard.

Use Key Words to Form a Main Idea for Section 1

- Say, "Use goal 2, connect key words, to tell us what is going on in this section of text. Raise your hand to share your main idea. Here is a sentence starter to help you: Energy is..."
- Field students' answers. Possible response: Energy is how people and machines do work and move.
- Say, "Nice work! I noticed that your sentence used the key words and tells the most important information in the section."

Read and Find Key Words for Section 2

- Say, "Let's read section 2 together. I will call on each of you to read a paragraph aloud with me."
- Read the text aloud while students whisper-read.
- Say, "Now, you will reread the section to yourself. Use goal 1, find key words, and underline one or two key words."

Excerpt: We Need Energy (Section 2)

(Paragraph 1) Energy that people use comes from the food they eat. Machines get energy from fuel, such as coal, gas, sunlight, oil, and wood...

*(Paragraph 2) Energy for factories, cars, heat, air conditioning, and computers mostly comes from **fossil fuels** (oil, coal, and gas...*

*(Paragraph 3) For many decades, Americans have started to realize that **fossil fuels** are nonrenewable...*

*(Paragraph 4) Many scientists believe that using **fossil fuels** will harm the environment, so they are exploring new sources of energy...*



Discuss Key Words for Section 2

- Say, "This section has one key word already: *fossil fuels*. What other key words did you find? Be sure to tell why you chose the word."
- Field students' answers.
- Say, "*Renewable* and *environment* are key words because the section was about scientists finding renewable energy sources that won't hurt the environment."
- Add these key words to the list on the whiteboard.

Use Key Words to Form a Main Idea for Section 2

- Say, "Think about goal 2, connect key words. Connect your key words to tell us what is going on in this section of text. Here is a sentence starter to help you: Fossil fuels help..."
- Field students' answers. Possible answer: Fossil fuels help machines work, but they are not renewable and they could damage the environment.

Summarize Passage

- Display key words chart and passage summary (see below).
- Say, "Throughout the passage, I found these key words. I will again use goal 2, connect key words. This time, I will use all my key words to summarize the passage. Read it with me."

| Key Words | Passage Summary |
|--|--|
| energy work fossil fuels renewable environment | People and machines need <u>energy</u> to do <u>work</u> . Most <u>energy</u> for machines comes from <u>fossil fuels</u> , which are nonrenewable and harm the <u>environment</u> . Scientists are studying <u>renewable</u> energy sources that do not harm the <u>environment</u> . |

Reflect on the Passage

Say, "Goal 3 is stop and think. Look at the prompt on your goals sheet. It asks how well you understood the passage. Circle your response. If you circle 'Not very well,' you can ask me to clarify what you don't understand or you can reread parts of the passage. If you circle 'Just OK' or 'Very well,' you are ready to answer the comprehension questions."

Answer Comprehension Questions and Predict 5–10 minutes

Materials

- Comprehension questions sheet (one per student)
- Science stretch text (one per student)

Procedure

Overview

- Distribute the comprehension questions.
- Have students answer questions independently.
- For each question, have students circle “yes” or “no” in response to “Am I confident my answer is correct?”
- Before checking students’ questions, have them complete the prediction prompt.
- After checking questions, have students circle the number they answered correctly.
- Go over answers as a group.

Comprehension Questions

Say, “Now you will answer three comprehension questions about the passage we read. Next to each question, it asks whether you are confident your answer is correct. If you are not 100% sure of your answer, go back to the text to reread and find the answer.”

| Comprehension Questions | | |
|--|--------------------------------------|----|
| 1. Which of the following is not an energy source? a. Vegetables b. Fossil fuels c. Sunlight d. <u>Computers</u> | Am I confident my answer is correct? | |
| | YES | NO |
| 2. What does the word renewable mean as it is used in the passage? a. The supply will run out b. Something new c. A type of energy source from technology d. <u>The supply will not run out</u> | Am I confident my answer is correct? | |
| | YES | NO |
| 3. Why is renewable energy important? a. Fossil fuels may run out some day b. Nuclear power can damage the environment c. Renewable energy powers machines d. <u>All of the above</u> | Am I confident my answer is correct? | |
| | YES | NO |

Predictions

- Say, "Before I check your answers, look at this part of the sheet."
- Point to the prediction prompt.
- Say, "Predict how many you answered correctly."
- Have students begin.
- Check students' answers.
- Say, "Now look at the part."
- Point to the sheet.
- Say, "Circle how many you actually got right."
- Have students begin.
- Say, "Let's quickly go over the answers. If you circled 'yes,' but you answered incorrectly, that's a clue that you need to look in the text."

Evaluate Goals and Reflect

5 minutes

Materials

Goals sheet (one per student)

Procedure

- Say, "Think about the goals you set at the beginning of class. The first goal is 'find the key words.' How do we know whether we met this goal?" (*can explain why a key word is important*)
- Say, "The next goal is 'connect the key words.' How do we know whether we met this goal?" (*can connect key words from different sections to say what's going on in passage*)
- Say, "The last goal is 'stop and think.' How do we know whether we met this goal?" (*thinking about needing to reread the text to answer questions*) "If you stopped and thought, you should know which questions were hard and reread these parts to answer the questions."
- Say, "Think about what you will do next time and finish one of the sentences. For example, sometimes it's hard for me to stop and think about whether I understood the passage. I just want to answer the questions and be done. For the prompt 'Something I will do differently next time,' I would write 'go to the text and check my answers'."

Instructional Reminders

The following instructional reminders apply to all days of this intervention.

Group Reading Routine Options

- Teacher model:
Model reading the passage fluently while students follow along.
- Choral reading:
The group reads aloud with you, making sure to read at the same pace. Or randomly pick students with whom to read a sentence while other students follow along.
- Echo reading:
Read a portion of the text aloud and then call on students to reread the same portion aloud.

Expectations for Reading

- Explicitly teach students to read fluently. Model fluent reading with phrasing, attention to punctuation, and expression.
- Model what you do not want to see, such as reading too rapidly or in a monotone voice, compared with what you do want to see. Remind students that reading is not a race; they should instead read to understand the passage.
- If needed, have students trace a finger under the words as they read.
- Provide feedback on students' phrasing, attention to punctuation, and expression.

Error-Correction Procedure

- Tell students the word.
- Have students repeat the word.
- Have all students reread the sentence correctly.

DAY
2

| Component | Duration |
|-----------------------------------|----------------|
| Systematic Morphology Instruction | 15 minutes |
| Fluency With Text Reading | 10 minutes |
| Does It Make Sense? | 5 minutes |
| Word List Reading | As time allows |

Systematic Morphology Instruction
15 minutes

Materials

- Word cards with words containing the prefixes *anti-* and *hyper-* (e.g., *antisocial*, *antidote*, *antiwar*, *antismoking*, *antifreeze*, *hypersensitive*, *hyperactive*, *hyperventilate*)
- Whiteboard
- Sentence application sheet (one per student)

Procedure
Prefix Introduction

- Place the word cards in the center of a table.
- Say, "Today we will learn two new prefixes: *anti-* and *hyper-*. *Anti-* is a prefix that means 'against'; *hyper-* is a prefix that means 'over or above'. Listen for the first word: *hyperactive*."
- Call on a student to locate the word card and hold it up for everyone to see.
- Say, "What is the prefix in *hyperactive*?" (*hyper*) "What is the base in *hyperactive*?" (*active*) "What does *hyper-* mean?" (*over or above*) "So what do you think *hyperactive* means?" (*overly active, above a typical level of activity, too hyper*)
- Say, "Now you try it. Choose a word, clap the syllables, identify the prefix and the base, read the word again, and then explain the word's meaning."
- Continue with the remaining word cards.

Sentence Application

- Say, "Remember that knowing the meaning of a prefix helps you to figure out words you don't know."
- Display the following sentence on a whiteboard and read it aloud with students: Zach's family rushed him to the hospital so a doctor could give him the antidote to the poison in the snakebite.
- Say, "I'm not sure what *antidote* means. Let's look at *antidote*. Look for a prefix that you know and circle it." (*anti-*). "What does *anti-* mean?" (*against*)
- Say, "Let's look at the base and put a rectangle around it." (*dote*) "What can we use to help us to learn the meaning of the base?" (*prefix and context clues*) "Let's reread the sentence to look for context clues."
- Reread the sentence.
- Say, "We know that *anti-* means 'against.' What happens when a poisonous snake bites you?" (*poison can harm you*) "Why do you think Zach would need something against the poison?" (*to save his life*) "So can we make a good guess about what *antidote* means?" (*something to work against/counter the effects of poison*) "Let's reread the sentence to see if we're correct."
- Reread and check. Discuss why the meaning is a good fit given the context of the sentence.
- Tell students to work on their own using the worksheet.

Sentence Application

1. During kickball practice, Andrew complained that his sister was being hypersensitive; whenever he teased her about the game, she cried.

Prefix: _____ **Base:** _____

I think _____ **means** _____

CHECK: Reread the sentence. Does your definition make sense? Use context clues. YES NO

2. In my opinion, Mom's review of the new pizza restaurant was hypercritical. She complained about the size of the pepperoni, the mushy crust, the crowded atmosphere, and the loud rock music!

Prefix: _____ **Base:** _____

I think _____ **means** _____

CHECK: Reread the sentence. Does your definition make sense? Use context clues. YES NO

3. If you live in a cold climate, such as New York or Michigan, you need to add antifreeze to your car every winter; otherwise, your car may not start in the morning.

Prefix: _____ **Base:** _____

I think _____ **means** _____

CHECK: Reread the sentence. Does your definition make sense? Use context clues. YES NO

Fluency With Text Reading

10 minutes

Materials

Science fluency text (one per student)

Procedure

Read Text

- Say, "This text is called 'How Light Works.' I will read this passage and leave some words out. I need you to jump in and read the word. I need everyone to help or I will start back at the beginning of the sentence."
- Read the text, leaving out words for students to fill in.
- Say, "Now you will reread the text with a partner. Partner A will read the first paragraph, and then partner B will read the next paragraph. I will listen for fluent reading."
- Have partners take turns reading paragraphs.

Answer Questions

- Say, "Now you're going to answer some questions about the passage. Remember that good readers go back to the text if they don't know the answer."
- Ask the following required question: What is going on in this passage? Possible answer: Light travels faster than anything else on Earth. It travels in straight lines. Only some light waves are visible.
- The following questions are optional:
 - What kind of lines do light waves travel in?
 - How do visible and invisible light waves differ from one another?

Does It Make Sense?

5 minutes

Materials

Does It Make Sense worksheet (one per student)

Procedure

- Distribute the worksheet.
- Have students read the statements, circling "yes" if a statement makes sense or "no" if it does not.
- If students circle "no," have them underline the words that provided the clues.
- Discuss answers and reasoning with students. The answers are provided below.

Does It Make Sense?

| | | |
|---|------------|-----------|
| 1. When I was getting ready for the picnic, I wanted to keep the sandwiches from getting squished, so I put them <u>under</u> the large, heavy bag of apples. | YES | <u>NO</u> |
| 2. To find out the weight of an object, a scientist can <u>smell</u> the object using a scale. | YES | <u>NO</u> |
| 3. In science, the lab partners wanted to sort the objects according to their weight, so they put the objects in a line from lightest to heaviest. | <u>YES</u> | NO |
| 4. Jason was a judge at the ice cream contest. After tasting five different types of ice cream, he was able to choose the best flavor. | <u>YES</u> | NO |

Word List Reading

as time allows

Materials

List of words, phrases, or sentences

Procedure

- Have students read the list silently and then aloud.
- Have students practice in a group, partners, or individually.
- Monitor and give feedback when needed.
- If necessary, review the appropriate words, phrases, or sentences with the group. Say it and have students repeat the word.
- Provide a checklist so students can keep track of the lists they have read.

**D
A
Y** **3**

| Component | Duration |
|--|---------------|
| Set Goals | 1–3 minutes |
| Read Passage and Reflect | 10–15 minutes |
| Answer Comprehension Questions and Predict | 5–10 minutes |
| Evaluate Goals and Reflect | 5 minutes |

Set Goals
1–3 minutes

Materials

Goals sheet (one per student)

Procedure

- Say, “Look at the three goals at the top of your sheet and read them with me: find key words, connect key words, and stop and think. We have been using these goals to help us understand what we read. Raise your hand to tell me why these goals are important.”
- Field students’ answers.

Read Passage and Reflect
10–15 minutes

Materials

- Science stretch text (one per student)
- Goals sheet (one per student)
- Key words chart and passage summary sheet
- Whiteboard

Procedure

Overview

- Begin reading the passage (see below for an example) using an established group reading routine.
- Stop at each check-in point (marked by a stop sign) and have students reread the section. Have students find one to three key words as they reread.
- Discuss the text using the identified key words (see below).
- Provide feedback to students about their key words and have them explain their choices.
- Have students use key words to say what the section is about.
- Have students reflect on how well they understood the passage.

Read and Find Key Words for Passage

- Say, "In this passage, there is just one check-in point at the end the passage. That means we read the entire passage without stopping. First I will read aloud while you follow along in a quiet voice."
- Read the text aloud while students whisper-read.
- Say, "Now, you will reread the section to yourself. Remember your goals."

Excerpt: Beavers

(Paragraph 1) The **beaver** is the largest rodent in North America. An adult is 35 to 45 inches long and can weigh as much as 110 pounds, but usually they weigh...

(Paragraph 2) Even though a **beaver** is a rodent, its **tail** is unlike other rodent tails. A **beaver's** tail is wide, flat, and scaly. The tail helps the **beaver** steer when it is swimming and helps it keep its balance when on land...

(Paragraph 3) It has large front teeth, huge webbed back feet, and tiny front feet. Trees are a source of food for **beavers**. They like twigs, bark, and leaves...

(Paragraph 4) They build dams...



Discuss Key Words for Passage

- Say, "The passage has two key words marked: *beaver* and *tail*. What other key words did you find? Share why you think it is an important word."
- Field students' answers.
- Say, "*Tree* is important because that is what beavers eat. I think *dam* is a key word because that is how they make ponds for their homes."
- Write key words at the top a whiteboard.

Use Key Words to Form a Main Idea for Passage

- Say, "Use goal 2 to connect your key words and say what is going on in this text. Raise your hand to share."
- Field students answers. Possible answer: Beavers' tails help them swim and balance.
- Say, "That is an important part of the passage. Next we will use all the key words to summarize the passage."

Summarize Passage

- Display key words chart and passage summary (see below).
- Say, "Throughout the passage, I found these key words. Now I will use my key words to summarize the passage. Read it with me."

| Key Words | Passage Summary |
|--|--|
| beavers tree tail pond dam feet | <u>Beavers</u> are North America's largest rodent. They have a useful <u>tail</u> , tiny front <u>feet</u> , large back feet, and sharp teeth. They build <u>dams</u> , which create <u>ponds</u> for their homes. <u>Trees</u> are an important source of food and building material for <u>beavers</u> . |

Reflect on the Passage

Say, "Goal 3 is stop and think. Look at the prompt on your goals sheet. It asks how well you understood the passage. Circle your response. If you circle 'Not very well,' you can ask me to clarify what you don't understand or you can reread parts of the passage. If you circle 'Just OK' or 'Very well,' you are ready to answer the comprehension questions."

Answer Comprehension Questions and Predict 5–10 minutes

Materials

- Comprehension questions sheet (one per student)
- Science stretch text (one per student)

Procedure

Overview

- Distribute the comprehension questions.
- Have students answer the questions independently.
- For each question, have students circle “yes” or “no” in response to “Am I confident my answer is correct?”
- Before checking students’ questions, have them complete the prediction prompt.
- After checking questions, have students circle the number they answered correctly.
- Go over the answers as a group.

Comprehension Questions

Say, “Now you will answer three comprehension questions about the passage we read. Next to each question, it asks whether you are confident that your answer is correct. If you are not 100% sure of your answer, go back to the text to reread and find the answer.”

| Comprehension Questions | | |
|--|--------------------------------------|----|
| 1. What parts of a beaver’s body help it to navigate the water? a. Tiny front feet b. Small nose and ears c. Large, sharp teeth d. <u>Tail and webbed feet</u> | Am I confident my answer is correct? | |
| | YES | NO |
| 2. What does the word adapted mean as it is used in the passage? a. Moved b. Built c. <u>Changed</u> d. Stored | Am I confident my answer is correct? | |
| | YES | NO |
| 3. Why did the author most likely write this passage? a. To explain what beavers like to eat b. <u>To describe the life of a beaver</u> c. To explain how beavers prepare for the winter d. To describe the parts of a beaver’s body | Am I confident my answer is correct? | |
| | YES | NO |

Prediction

- Say, "Before I check your answers, predict how many you answered correctly."
- Have students begin.
- Check students' answers.
- Say, "Now, circle how many you actually got right."
- Have students begin.
- Say, "Let's quickly go over the answers. If you circled 'yes,' but you answered incorrectly, that's a clue that you need to look in the text."

Evaluate Goals and Reflect**5 minutes**

Materials

Goals sheet (one per student)

Procedure

- Say, "Think about the goals you set at the beginning of class. The first goal is 'find the key words.' How do we know whether we met this goal?" (*can explain why a key word is important*)
- Say, "The next goal is 'connect the key words.' How do we know whether we met this goal?" (*can connect key words from different sections to say what's going on in passage*)
- Say, "The last goal is 'stop and think.' How do we know whether we met this goal?" (*thinking about needing to reread the text to answer questions*) "If you stopped and thought, you should know which questions were hard and reread these parts to answer the questions."
- Say, "Think about what you will do next time and finish one of the sentences. For example, my goal was to check answers in the text. I did reread to find answers and all my answers were correct. Rereading the text helped me. For the prompt 'Something that worked well for me,' I would write 'rereading text.'"

**D
A
Y** **4**

| Component | Duration |
|-----------------------------------|----------------|
| Systematic Morphology Instruction | 15 minutes |
| Fluency With Text Reading | 10 minutes |
| Does It Make Sense? | 5 minutes |
| Word List Reading | As time allows |

Systematic Morphology Instruction
15 minutes

Materials

- Word cards with words containing the prefixes *-s*, *-ed*, and *-ing* (e.g., *waited*, *waits*, *waiting*, *cooks*, *cooking*, *cooked*, *studies*, *studying*, *studied*, *jumped*)
- Whiteboard
- Sentence application sheet (one per student)

Procedure
Suffix + Base Strategy

- Say, "You have been learning about prefixes. Remember that prefixes are a chunk of letters added to the beginning of a word that change the word's meaning. Today you will learn about suffixes. A suffix is a chunk of letters added to the end of a word that changes the word's meaning."
- Place the cards for *wait*, *waits*, and *waiting* on the table.
- Say, "What do you notice about these three words? What is the same about them?" (*all have the word "wait"*) "What is different?" (*endings*)
- Say, "These endings, *-s*, *-ed*, and *-ing*, are all suffixes. Like a prefix, a suffix changes the word's meaning. These are special suffixes because they show when an action is happening. *-s* is used to show present tense, or something happening now; *-ed* is used to show past tense, or something that already happened; and *-ing* is used to show an action that is in process."
- Place all of the remaining word cards on the table.
- Say, "Listen for the first word: *studied*."
- Call on a student to locate the card and hold it up for everyone to see.

- Say, “What is the suffix in *studied*?” (-ed) “What is the base in *studied*?” (*study*) “What does -ed mean?” (*action already happened*) “So what do you think *studied* means?” (*examined in the past*)
- Say, “Choose a word, clap the syllables, identify the base and the suffix, read the word again, and then explain the word’s tense, or when the action is happening.”
- Continue with the remaining word cards.

Sentence Application

- Say, “Understanding the meaning of suffixes helps you to figure out tricky words that you don’t know. Our sentence routine will be a little different today, so pay close attention to our practice sentence.”
- Display the following sentence on a whiteboard and read it aloud with students: Last year I _____ brownies for the bake sale, but this year I think I’ll make cupcakes.
- Say, “Now look at the word bank. Which word best fits in the blank: *cooks*, *cooked*, or *cooking*?” (*cooked*) “How do you know?” (“*last year*” shows action already happened)
- Say, “What is the base in this word?” (*cook*) “What is the suffix?” (-ed) “Using what we know about the base and the suffix, what do you think *cooked* means?” (*already made the brownies*)
- Say, “Let’s reread the sentence to see whether we’re correct.”
- Reread and check.
- Tell students to work on their own using the sentence worksheet.

Sentence Application

Word Bank: waits waited waiting

1. Yesterday, Michael _____ patiently for his sister to finish her homework so they could go outside and play.

Base: _____ **Suffix:** _____

I think _____ **means** _____

CHECK: Reread the sentence. Does your definition make sense? Use context clues. YES NO

Word Bank: waits waited waiting

2. Shawn is _____ outside of the principal's office because he started a food fight in the cafeteria.

Base: _____ **Suffix:** _____

I think _____ **means** _____

CHECK: Reread the sentence. Does your definition make sense? Use context clues. YES NO

Word Bank: studies studied studying

3. Alex _____ biology every morning so he can become a scientist one day.

Base: _____ **Suffix:** _____

I think _____ **means** _____

CHECK: Reread the sentence. Does your definition make sense? Use context clues. YES NO

Fluency With Text Reading

10 minutes

Materials

Science fluency text (one per student)

Preparation

- Prepare a one- to two-sentence main idea example for today's text.
- Prepare one or two think-and-search questions for today's text.

Procedure

Read Text

- Say, “This text is called ‘Invertebrates in the Sea.’ I will read this passage and leave some words out. I need you to jump in and read the word. I need everyone to help or I will start back at the beginning of the sentence.”
- Read the text, leaving out words for students to fill in.
- Say, “Now you will reread the text with a partner. Partner A will read the first paragraph, and then partner B will read the next paragraph. I will listen for fluent reading.”
- Have partners take turns reading paragraphs.

Answer Questions

- Say, “Now you’re going to answer some questions about the passage. Remember that good readers go back to the text if they don’t know the answer.”
- Ask the following required question: What is going on in this passage? Possible answer: The ocean is a great home for creatures called invertebrates (have no backbone).
- The following questions are optional:
 - What are people and other animals with backbones called?
 - Why are animals without backbones like jelly?

Does It Make Sense?

5 minutes

Materials

Does It Make Sense worksheet (one per student)

Procedure

- Distribute the worksheet.
- Have students read the statements, circling “yes” if a statement makes sense or “no” if it does not.
- If students circle “no,” have them underline the words that provided the clues.
- Discuss answers and reasoning with students. The answers are provided below.

Does It Make Sense?

| | | |
|--|------------|-----------|
| 1. If you go to the movie theater, you need to buy a ticket before you go inside and pick out your seat. | <u>YES</u> | NO |
| 2. When choosing a family pet, everyone in the family should help make the decision because the new pet will be like part of the family. | <u>YES</u> | NO |
| 3. During the summer, many people like to enjoy the sunshine and warm water by surfing on <u>sidewalks</u> at the beach. | YES | <u>NO</u> |
| 4. If you want to get better grades in school, you may need to make a plan to study <u>less</u> . | YES | <u>NO</u> |

Word List Reading

as time allows

Materials

List of words, phrases, or sentences

Procedure

- Have students read the list silently and then aloud.
- Have students practice in a group, partners, or individually.
- Monitor and give feedback when needed.
- If necessary, review the appropriate words, phrases, or sentences with the group. Say it and have students repeat the word.
- Provide a checklist so students can keep track of the lists they have read.

DAY 5

| Component | Duration |
|--|---------------|
| Set Goals | 1–3 minutes |
| Read Passage and Reflect | 10–15 minutes |
| Answer Comprehension Questions and Predict | 5–10 minutes |
| Evaluate Goals and Reflect | 5 minutes |

Set Goals**1–3 minutes****Materials**

Goals sheet (one per student)

Procedure

- Say, “Look at the three goals at the top of your sheet and read them with me: ‘find key words, connect key words, stop and think.’ We have been using these goals help us understand what we read. Raise your hand to tell me why these goals are important.”
- Field students’ answers.

Read Passage and Reflect**10–15 minutes****Materials**

- Science stretch text (one per student)
- Goals sheet (one per student)
- Key words chart and passage summary sheet
- Whiteboard

Procedure

Overview

- Begin reading the passage (see below for an example) using an established group reading routine.
- Stop at each check-in point (marked by a stop sign) and have students reread the section. Have students find one to three key words as they reread.
- Discuss the text using the identified key words (see below).
- Provide feedback to students about their key words and have them explain their choices.
- Have students use key words to say what the section is about.
- Have students reflect on how well they understood the passage.

Read and Find Key Words for Section 1

- Say, "Let's read the section together. I will read aloud while you follow along in a quiet voice."
- Read the text aloud while students whisper-read.
- Say, "Now, you will reread the section to yourself. Use goal 1, find key words, and underline one or two key words."

Excerpt: Could an Asteroid Hit Earth? (Section 1)

(Paragraph 1) Scientists have discovered a huge asteroid, or space rock, flying in space. They were worried that it would hit Earth in 2019...

(Paragraph 2) If a mile-wide asteroid were to collide with Earth, it could destroy an entire continent...



Discuss Key Words for Section 1

- Say, "The section didn't have key words in bold. What key words did you find? Share why you think they are important words."
- Field students' answers.
- Say, "*Earth* is important because an asteroid is heading toward Earth and might hit it. *Destroy* is another key word because part of Earth would be destroyed if an asteroid hit it. Those are important words, but we are missing the most important word. What is the topic of the section? *Asteroid* must be a key word because that is the main idea of the section."
- Write key words at the top a whiteboard.

Use Key Words to Form a Main Idea for Section 1

- Say, "Use goal 2, connect key words, to tell us what is going on in this section of text. Raise your hand to share your main idea."
- Field students' answers. Possible response: A huge asteroid might hit Earth and destroy a continent.
- Say, "Yes, that is what the section was about."

Read and Find Key Words for Section 2

- Say, "Let's read section 2 together. I will call on each of you to read a paragraph aloud with me."
- Read the text aloud while students whisper-read.
- Say, "Now, you will reread the section to yourself. Underline one or two key words."

Excerpt: Could an Asteroid Hit Earth? (Section 2)

(Paragraph 1) It is not unusual for asteroids to orbit the sun between Mars and Jupiter. When asteroids orbit the sun close to Earth they are called near-Earth asteroids...

(Paragraph 2) Scientists monitor the orbit of near-Earth asteroids so they have plenty of warning if one comes too close to Earth. Currently, they don't think one of these space rocks will come close to Earth any time soon...



Discuss Key Words for Section 2

- Say, "What key words did you find? Be sure to tell why you chose the words."
- Field students' answers.
- Say, "*Orbit* is a good key word because the text tells about how asteroids orbit the sun. The text also talks about all the work that scientists do to learn about asteroids and warn us about them, so *scientists* is a key word, too."
- Add these key words to the list on the whiteboard.

Use Key Words to Form a Main Idea for Section 2

- Say, "Use goal 2 to connect your key words and tell what is going on in this section. Here is a sentence starter to help you: Scientists study..."
- Field students' answers. Possible answer: Scientists study the orbit of asteroids and don't think one will hit us.

Summarize Passage

- Display key words chart and passage summary (see below).
- Say, "Throughout the passage, I found these key words. Now I will use my key words to summarize the passage. Read it with me."

| Key Words | Passage Summary |
|--|--|
| asteroid orbit scientists Earth hit destroy | <p><u>Scientists</u> thought that an <u>asteroid</u> would hit <u>Earth</u>, but then they discovered that it would miss <u>Earth</u>. Most <u>asteroids</u> orbit near Mars and Jupiter, but near <u>Earth</u> <u>asteroids</u> <u>orbit</u> close to <u>Earth</u>. If an <u>asteroid</u> were to <u>hit</u> <u>Earth</u>, it could <u>destroy</u> a continent.</p> |

Reflect on the Passage

Say, "Goal 3 is stop and think. Look at the prompt on your goals sheet. It asks how well you understood the passage. Circle your response. If you circle 'Not very well,' you can ask me to clarify what you don't understand or you can reread parts of the passage. If you circle 'Just OK' or 'Very well,' you are ready to answer the comprehension questions."

Answer Comprehension Questions and Predict 5–10 minutes

Materials

- Comprehension questions sheet (one per student)
- Science stretch text (one per student)

Procedure

Overview

- Distribute the comprehension questions.
- Have students answer questions independently.
- For each question, have students circle "yes" or "no" in response to "Am I confident my answer is correct?"
- Before checking students' questions, have them complete the prediction prompt.
- After checking questions, have students circle the number they answered correctly.
- Go over the answers as a group.

Comprehension Questions

Say, "Now you will answer three comprehension questions about the passage we read. Next to each question, it asks whether you are confident that your answer is correct. If you are not 100% sure of your answer, go back to the text to reread and find the answer."

| Comprehension Questions | | |
|--|--------------------------------------|----|
| 1. Why do scientists carefully map the orbits, or paths, of asteroids? a. To discover new asteroids b. To learn about the size of asteroids c. <u>To be sure the asteroids don't come too close to Earth</u> d. To learn more about how they travel | Am I confident my answer is correct? | |
| | YES | NO |
| 2. What does the word plenty mean as it is used in the passage? a. Carefully b. Not enough c. <u>More than enough</u> d. Likely | Am I confident my answer is correct? | |
| | YES | NO |
| 3. What is the main idea of the passage? a. To learn about asteroids that might be a threat to our safety b. <u>To learn about asteroids and near-Earth asteroids</u> c. To learn about how we can destroy an asteroid if it comes too close to Earth d. To learn about the speed of asteroids | Am I confident my answer is correct? | |
| | YES | NO |

Predictions

- Say, "Before I check your answers, predict how many you answered correctly."
- Have students begin.
- Check students' answers.
- Say, "Now, circle how many you actually got right."
- Have students begin.
- Say, "Let's quickly go over the answers. If you circled 'yes' but you answered incorrectly, that's a clue that you need to look in the text."

Evaluate Goals and Reflect

5 minutes**Materials**

Goals sheet (one per student)

Procedure

- Say, "Think about the goals you set at the beginning of class. The first goal is 'find the key words.' How do we know whether we met this goal?" (*can explain why a key word is important*)
- Say, "The next goal is 'connect the key words.' How do we know whether we met this goal?" (*can connect key words from different sections to say what's going on in passage*)
- Say, "The last goal is 'stop and think.' How do we know whether we met this goal?" (*thinking about needing to reread the text to answer questions*) "If you stopped and thought, you should know which questions were hard and reread these parts to answer the questions."
- Say, "Think about what you will do next time and finish one of the sentences. For example, my goal was to check answers in the text. I did reread to find answers and all my answers were correct. Rereading the text helped me. For the prompt 'Something that worked well for me,' I would write 'rereading text.'"